



SCIENTIFIC AND PRACTICAL METHODS OF INTRODUCING PRESCHOOL CHILDREN TO NATURE

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Annotation

Acquainting preschool children with nature and the environment in an orderly manner will increase their attention and observation, interest in nature, and interest in learning about its phenomena

Keyword: nature, observation, method, imagination, environment, practical, plant, environment, seasonal,

Introduction

A child's close relationship with nature teaches interest in learning together with observation. Observability is a very important feature, in which the child develops the ability to write and speak correctly. It is necessary to teach children to learn the things and events around them in a purposeful way and to distinguish the necessary and important information [4]. Preschool children are asked "what is this?" , "why?", "how?" The educator should answer such questions as to be able to attract the child. In the process of introducing preschool children to nature and the environment, several observation methods can be used[10].

Demonstration method

- Practical method
- Verbal method.

Observation is the main part of visual methods. in terms of duration and nature of observations

long-term follow-up

may be a short-term follow-up.

A long-term observation type can be used to accumulate knowledge about the growth and development of plants and animals, seasonal changes in nature. In this process, the child's ability to observe the object and compare it with its previous state develops. For example; can determine the seasons by observing the leaves of a tree. This type of observation causes children to analyze natural phenomena, to compare some data, and to draw simpler conclusions. This observation method is used in all preschool age groups. In accordance with the goal set by the educator (observation of plants and



animals, weather, excursions with adults' work in nature, on walks. Activities in the nature corner are organized.)

Analysis and Results

In the short-term type of observation, children distinguish the size, shape, color, spatial location of objects. When they meet animals, they learn their behavior and the sounds they make. In all cases, observation develops high mental activity of children, allows them to think, answer questions as a result of their observations[5]. It creates grounds for a careful attitude towards nature. In the preschool education organization, starting with middle groups, the method of observation using handouts begins to be used. This method of observation is much more complicated than observing one object. In the process of this observation, the educator should have pedagogical skills, be able to divide attention, be able to calm the movement of children, and children should be able to listen to each other and act based on the instruction of the educator. This method of observation is of great importance[11]. Through research, children develop their learning and knowledge skills and develop their imagination. One of the main types of observation is the use of pictures (thematic exhibitions). Pictures allow the child to see natural phenomena in more detail, to focus on this process for a long time. An advantage of using pictures; it is not always possible to directly observe some natural phenomena. For example, wild animals, some natural phenomena. In the same situations, the use of thematic exhibitions is effective[6].

The most effective method of educational film for preschool children is the story films ("where did the table come from"), ("about elephants") essay films ("a cup of milk", "the story of a fisherman"). Slides and slides ("Plants in different seasons of the year", "Protecting Nature", "The forest and its inhabitants", etc.) in this method of observation are close to didactic paintings according to the cynicism of the images[17]. They allow you to display larger events, just like pictures. This increases the child's attention. It causes you to watch the image for a long time and analyze the reality. This in turn creates the ground for the development of the child's speech to think and express his thoughts[12]. Also, the use of silent films on the main topic from movies and TV films in order to introduce nature to a small group of children of preschool age also gives the expected effect. Before watching movies, preparations are made to watch movies with preschoolers. Conversations, walks and excursions are organized. Books will be read, the topic will be introduced, and questions and answers will be held. After that, the children are shown the film twice without sound[7]. When the films are shown for the first time, they stop at the main points and give additional





information to the children. After the second full viewing of the film, it is necessary to check how much the children have learned and mastered the content of the film. For this purpose, checking questions and answers will be conducted with the boys, and pictures will be drawn[13].

This systematizes children's knowledge. In addition, walks and excursions with children will increase children's interest and knowledge of nature. It allows to study the work of adults in nature[16]. In this process, the educator's eloquence and storytelling method are at a high level. The value of the story is determined by the fact that it solves a certain educational task, takes into account the experiences and interests of preschool children and is aimed at children of a certain age group. Perceiving a story is a somewhat complicated process[15]. It depends on the child's ability to listen to the speech of adults, hear it and understand it during the story, to be able to imagine vividly enough based on the verbal image, the interdependence and sequence of events in the teacher's story. The knowledge presented in the story must meet the requirements of reliability and scientificity. The teacher checks the facts before passing on any information to the children. The story should be interesting, bright, dynamic plot, emotional[8]. Vividness and accuracy of the language is an absolute requirement for the teacher's story. In large groups of preschool educational organizations, the duration of the story should not exceed 10-15 minutes. And at the end of the story, there will be a short conversation and question-and-answer session with the children[14].

Conclusion/Recommendations

In conclusion, it is appropriate to say that; even when using any methods of introduction to nature and the environment in pre-school educational organizations, the biggest goal of the educator is to teach the child to be careful with the environment and nature, and to teach it to protect it carefully[9]. A well-directed education lays a bright foundation for a child's future.

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